

# TEACHER QUALITY ENHANCEMENT GRANT PROGRAM

## Section II: Key Components of a TQ Grant

Partnerships and Their Purpose

Components for Change

Areas that Proposals Can Address

Expected Outcomes

Institutionalization of Project

Budget

# PARTNERSHIPS AND THEIR PURPOSE

- Title II is designed to change teacher preparation programs to meet the needs of students in our K-12 schools by providing them with high quality teachers.
- We are seeking evidence of genuine collaboration between partners—and with other possible partners—built on a set of shared values, goals and activities.
- All partners must be represented in significant ways in the budget to demonstrate real commitment.

# REMEMBER>>>>

- The School-University partnership is a statutory requirement of this program. A partnership with a weak or poorly defined partnership is unlikely to score well in this process – particularly on the first 2 pre-application criteria.

# Required Activities: What You Must Do

- **Reforms:** -- Reform teacher preparation programs to become accountable for producing highly competent teachers.
- **Work with arts and sciences and integrate reliable research-based teaching methods into the curriculum**

# What You Must Do

- Design programs that successfully integrate technology into the curriculum

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## Clinical Experiences and Interactions

- **Provide high-quality, sustained preservice clinical experiences**

# What You Must Do

- Provide mentoring for prospective teachers
- Substantially increase interactions between university faculty and school personnel, including new and experienced K-12 teachers, and
- Support these interactions

# What You Must Do

## **Professional Development**

- Create opportunities for ongoing professional development that improves content knowledge and promotes strong teaching skills

# What You Can Do

- Teacher preparation and parent involvement
- Dissemination and coordination -- including coordination with State agencies
- Managerial and Leadership Skills -- focus on principals and superintendents with goal of improved student achievement



# What You Can Do

## Teacher Recruitment

- Award scholarships and supply follow up services to recipients during first 3 years of teaching **or**
- Develop and implement effective mechanisms to ensure high-need school districts can recruit highly qualified teachers

# Pre-Application

## Selection Criteria #1 – 20 points

- Extent to which the partnership's vision will produce significant and sustainable improvements in teacher education;
- The needs the partnership will address;
- How the partnership and its activities will be sustained once federal funds end.

# Pre-Application

## Selection Criteria #2 – 20 points

- Provide evidence of how well the partnership would be able to accomplish objectives working together that its individual members could not accomplish working separately.
- Discuss the significance of the roles given to each principal partner in implementing project activities.

# Questions to Consider in Addressing Criteria 1 and 2

- Is the partnership a genuine joint activity?
- Does the partnership have specific goals and activities which will result in redesigned preparation programs that improve student achievement?

# Questions to Consider in Addressing Criteria 1 and 2

- Are key leaders of all participating partners at the table; do they have ownership and clear lines of responsibility to project activities?
- Does the partnership work directly “on the ground” by redesigning and implementing comprehensive change in teacher preparation programs?

# Questions to Consider in Addressing Criteria 1 and 2

- Does this work take place in close collaboration with schools or school districts?
- Is there a well articulated plan for sustaining project activities when federal funding ends?

# Pre-Application

## Selection Criteria #3 – 30 points

- The extent to which key project components are designed and would be implemented to ensure teachers receive adequate preservice preparation through attention to improved content knowledge, technology integration, and more extensive, supervised clinical experiences...

# Selection Criteria #3

- and to ensure support of new teachers during their first years as teachers;
- **describe the extent to which project design reflects up-to-date knowledge from research and effective practice.**



# Questions to Consider in Addressing Criteria 3

- Will the project produce teachers with stronger content knowledge in the subjects they teach?
- Will student teachers be immersed in extensive and well designed clinical experiences?

# Questions to Consider in Addressing Criteria 3

- Will technology be effectively integrated into curriculum and instructional practices on both the campus and in the classroom?
- Is the project grounded in current research and effective practice? Are sources cited?

# AREAS THAT PROPOSALS CAN ADDRESS

- Teacher shortages in certain geographic areas
- Shortages by subject area
- Mismatches between student demographic distribution and demographics of the teaching force in a school, district, region or state

# AREAS THAT PROPOSALS CAN ADDRESS

- Teacher shortages caused by enrollment growth, rapid teacher turnover or retirements
- Coping with the problem of emergency certifications
- Addressing the problem of teachers who are teaching out of field

# AREAS THAT PROPOSALS CAN ADDRESS

- The effective integration of technology into curriculum and instructional practices on the university campus and in the school classroom
- Well-designed induction period support for teachers once they enter the classroom
- Programs which offer alternative routes into teaching for those coming into the profession from other careers or educational backgrounds

# AREAS THAT PROPOSALS CAN ADDRESS

**It will not be enough to simply increase the numbers of new teachers. Projects must also commit to high quality teacher preparation programs, including:**

- Greater subject matter knowledge by new teachers
- More extensive pre-service clinical experience

# Selection Criteria 4 – 30 Points

- Discuss the key specific outcomes of the proposed project;
- The extent to which important aspects of the partnership's existing teacher preparation system will change; and
- How the partnership will demonstrate project success using high-quality performance measures.

# EXPECTED OUTCOMES

- Stronger academic preparation
- Infusion of technology into the curriculum
- More extensive pre-service clinical experiences for students
- Well-designed induction period support for new teachers
- Shared goals, vision and activities among the higher education and K-12 partners



# EXPECTED OUTCOMES

- Evidence of lasting changes in the ways programs will prepare new teachers
- **NOTE:** A partnership is NOT an outcome: it is a means to the goal of stronger teacher preparation programs
- **OUTCOMES** reflect direct actions to change programs in fundamental ways, and these direct actions lead to substantial and specific improvements in the preparation of new teachers

# EXPECTED OUTCOMES

Improved student learning and  
higher levels of student achievement  
are the most important outcomes.

# Ensuring Permanent Change

## PROJECT INSTITUTIONALIZATION

We expect any projects funded by Title II to have a credible strategy for institutionalization once our support ends

What do we mean by institutionalization?

- The project's work does not stop when federal funding ends.
- The partners continue to fund the activities past the end of the grant period.

# PROJECT INSTITUTIONALIZATION

## Signs of institutionalization:

- The narrative identifies ongoing funding sources that are specifically committed to the project after federal support is over
- The project gradually takes less federal money each year while putting more of its own funds into the budget

# PROJECT INSTITUTIONALIZATION

## Signs of institutionalization:

- If the narrative or the budget does not identify a specific source of ongoing funds, the proposal describes how the partners will seek these funds
- The proposal has specific details about specific amounts of money; support from key leaders; specific timeline to ask for or acquire the money; detailed language from partners about using their own funds to keep the project going

# PROJECT INSTITUTIONALIZATION: THE BOTTOM LINE

**We are not funding projects for three years or five years and then expecting them to go away. Proposals should not seek change only with our money. Their money must be on the table during the project and must sustain the project after the Title II grant period.**

# Recruitment Component

- \* Applicants may propose recruitment component that may include awarding scholarships
- Three of the pre-application criteria require you to address this activity
- Proposed recruitment activities must address statutory requirements

# Recruitment Requirements

## First Option

- Provide scholarships (tuition, room/board)
- Provide support services (including mentoring, child care and transportation)
- Provide follow-up services for first three years of teaching



# Recruitment Requirements

**OR**

- **Develop and implement effective mechanisms to ensure that LEAs and their high-need schools are able to effectively recruit highly qualified teachers.**

# Addressing Recruitment

- Improve partner LEAs' capacity to hire and retain teachers
- Show evidence of institution-wide commitment to both high-quality preparation and sustainability of scholarship activities
- Provide convincing evidence of long-term partnership among all entities

# Recruitment Requirements

- Provide data on how many will graduate from program and relate this to teacher needs of partner schools
- Provide specifics on teacher turnover rates, shortages in specific areas, demographic mismatches in partner schools, data on emergency waivers.....

# Recruitment Requirements

**AND**

- Evidence of LEA commitment to hire graduates....

# The Budget

- The amount of Title II funds requested for the project should fit with the scale of the proposal in terms of outcomes and activities
- Budget should reflect a reasonable return on the federal investment in terms of dollars spent and new teachers produced
- Budget should have no more than a 8% indirect cost rate

## All Grants Have a Cash or In-Kind Matching Requirement

Partnership Grants matching requirement:

25% of federal funds for year 1

35% of federal funds for year 2

50% of federal funds for years 3-5

Applicants who match at higher percentages are held to those percentages

Unrecovered indirect CANNOT be used as Match.

# Pre-Application Budget

- Must submit budget form on page 33 of application
- Estimate total federal amounts requested for each year
- Estimate each partner's cash or in-kind match for each year

# Budget Narrative

- No more than 3 double-spaced pages
- Provide general description of how federal/nonfederal funds will be used each year
- Provide overall picture of how funds will be used to achieve objectives



# Pre-Application Budget

- This is ONLY AN ESTIMATE
- Pre-app budget will be used to estimate scope and scale of project
- Important to include credible evidence of sustainability when federal funding ends

# Recruitment Components

- Describe any scholarship assistance you will provide during the project
- Applicants may not charge indirect costs against scholarship assistance or stipends.

## Other Budget Information

- The resources proposed AS MATCH by each of the partners should reflect a commitment to substantial change.
- The amount of money proposed as match by partners should demonstrate a commitment to wholesale redesign and implementation that cuts across the entire institution or agency

# TEACHER QUALITY STATE GRANTS

## The Budget

- Budgets proposing to acquire equipment with grant funds should include a detailed explanation in the narrative of why equipment is essential to the proposed project.
- The majority of Federal funds requesting should be directed at activities and not at the purchasing of mass supplies of equipment (i.e. computers). This is not an equipment grant.